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ABSTRACT

This document is intended for middle school teachers delivering an introductory keyboarding course that is designed to enable students to type at a speed of 25-30 words per minute at the end of the 9-week course. The document begins with a brief discussion of the need for keyboarding skills in view of the increasing importance of computers. Presented next are the 10 objectives of the course, which is designed to teach students to type accurately, compose portfolio pieces at the keyboard, and develop basic word processing skills and an ability to maneuver on the World Wide Web. Current research is cited in support of the course's underlying philosophy, which is based on the premises that document-processing skills should be an essential component of all keyboarding instruction and keyboarding is only one part of the office operation. A unit plan is provided that outlines the general objectives and activities of the course's three units: learn the basic keyboard, compose from the keyboard, and learn to use the Internet. Concluding the document are a 25-item objective test, and a keyboarding technique rubric for a 9-week course. Contains 11 references. (MN)

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A NINE WEEK MIDDLE SCHOOL KEYBOARDING COURSE

ED 412 347

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For
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A Nine Week Middle School Keyboarding Course

I. RATIONALE:

With societies technology base changing at the extreme rate of speed that it is currently on , it is extremely important that we strive hard to keep our students up to date with technology. Know where else in our society is that more prevalent than with the use of computers. The use of computers in or daily lives, educational lives and professional lives increases drastically on a yearly bases.

Despite technological advances being made in such areas as optical-character recognition, voice-recognition, and pen-based computing, it is likely that the fingertips will remain the primary means of data entry in the foreseeable future. And with the appearance of microcomputers on virtually every desktop, keyboarding skills are becoming a primary means of basic communication. Thus, keyboarding courses seem assured a healthy future at the elementary, secondary, and post-secondary levels.

Knowing how important it is to be able to use the keyboard proficiently, its up to business teachers to convince other of its importance in life. By convincing others of its importance it will allow us the access to all students so that we can teach students to use the keyboard the way it was intended to be used. Then everyone will become more proficient in all areas of their lives.

II. OBJECTIVES:

- Students should be able to demonstrate that they can use the touch typing method proficiently
- Students should be able to correctly use all hardware and software (saving files, opening files, printing, and handling disk properly).
- Students should be able to demonstrate a typing speed of 25-30 words per minute in 3 minute timed writing by the end of the 9 weeks.
- Students must demonstrate the usage of correct typing techniques.
- Students should be able to demonstrate an ability to correct typing errors and be able to recognize proofreaders marks.
- Students must learn to compose portfolio pieces at the keyboard.
- Students must demonstrate an ability to successfully maneuver on the world-wide-web.
- Students must demonstrate good listening skills.
- Students must demonstrate the usage of basic word-processing skills(spell-check, cut and paste, fonts, bold, underline, italic).
- Students must demonstrate and understanding of keyboarding and word-processing terms

III. COURSE DESCRIPTION:

Keyboarding is the act of placing information into the computer through the use of a typewriter-like keyboard by using the touch typing method. Students will be asked to learn the touch typing method proficiently, which means they will be able to demonstrate their knowledge and abilities of

terminology, accuracy and speed. Students will also be asked to compose portfolio pieces during some class periods which will be used in their language art portfolios. The internet will also be incorporated into the class curriculum and the students will be asked to look up technology and art history information.

IV. EVIDENCE OF RESEARCH:

From the current research comes some main philosophies that is recommended to be followed.

1. Students should be taught keyboarding as soon as they can reasonably be expected to acquire a usable skill.

2. The first semester of keyboarding should be devoted primarily to personal-use skills. The major objectives of the beginning course should be to develop touch control of the keyboard and proper keyboarding techniques, build basic speed and accuracy, and provide practice in applying those basic skills to the formatting of personal and business documents.

3. The use of computer technology for developing both straightcopy and document-processing skills should be an essential component of all keyboarding instruction.

4. The keyboard should be taught rapidly and logically. The entire keyboard (letters, numbers, and symbols) should be taught as rapidly as possible, in perhaps four weeks.

5. Proper keyboarding technique is critical in the automated office environment and should be stressed in every course. Good keyboarding techniques are critical not only for high productivity but also for health reasons. According to the U.S. Bureau of Labor Statistics, repetitive-motion

injuries such as carpa; tunnel syndrome are the fattest-growing occupational injuries.

6. Students should be taught that the keyboarding function is only one part of the office operation and that the office environment is constantly changing. Throughout their study, students should be provided with information about the office and its many operations.

7. There should be a balance between speed and accuracy development throughout the course. Students should acquire a keyboarding skill that incorporates both speed and accuracy because both are essential if the learner is to utilize the skill efficiently.

8. Timed-writing passages used for measurement should have a consistent format, length, and difficulty level. Once students are able to complete five-minute timed writings, they should be graded only on five minute timed writings from then on out, since most employment tests require a five-minute timed writing.

9. The sequence of training activities in the text should be based on a spiral approach.

UNIT PLAN

Unit One: Learning the Basic keyboard (4 1/2 weeks)

A. **General Objectives:** After completing the lessons in this unit, the students should be able to:

1. Type using the touch typing method proficiently
2. Demonstrate a typing speed of 20-25 words per minute
3. Demonstrate the usage of correct typing techniques
4. Demonstrate good listening skills
5. Demonstrate and understanding of keyboarding terms

C. **Unit 1 Outline**

1. Class room rules and procedures
2. Learn the 8 home row keys and the proper typing techniques to be used
3. Learn the rest of the letter keys
4. Learn punctuation marks and some important symbols
5. Work on listening skills and keyboarding vocabulary

C. **Activities to be used:**

1. Straight copy typing from text book
2. Warm-up exercises
3. Skill-building exercises from text and hand-outs
4. Skill-building exercises from keyboarding computer games
5. A variety of vocabulary games to learn keyboarding and word-processing terms
6. Listening games
7. Timed writings

Unit Two: Composing from the keyboard (3 1/2 weeks)

A. **Unit Objectives:** Upon the completion of this unit, the students should be able:

1. Demonstrate a typing speed of 25-30 words per minute
2. Demonstrate an ability to correct typing errors and be able to recognize proofreaders marks
3. To compose portfolio pieces at the keyboard
4. Demonstrate good listening skills
5. Demonstrate the usage of basic word-processing skills (spell-check, cut and paste, fonts, bold, underline, italic).
6. Demonstrate and understanding of keyboarding and word-processing terms

B. **Unit 2 Outline**

1. Warm-up exercise
2. Work on listening and vocabulary skills
3. Work on typing skills
4. Work on composing ideas at the computer
5. Work on composing portfolios on the computer
6. Work on word-processing skills

C. **Activities to be used:**

1. Warm-up exercises
2. Keyboarding skill-building exercises
3. Students will be given a topic and then be asked to compose a paper based upon the topic given for that day
4. Students will be asked to compose portfolio entries for their language art classes at the computer
5. Vocabulary and listening games
6. 5 minute timed writings

Unit Three: Learning to surf on the internet (1 week)

A. **Unit Objectives:** Upon the completion of this unit, the students should be able to:

1. Demonstrate an ability to successfully maneuver on the world-wide-web
2. Demonstrate a typing speed of 30-35 words per minute
3. keep up with all of the new technology
4. Compose at the computer at a proficient level

B. **Unit 3 Outline**

1. Work on increasing students typing speed even more
2. Work on word-processing skills

3. Work on composing at the computer
4. Work on maneuvering around on the world wide web
5. Work on listening skills
6. Learn internet terms
7. Work on keeping up with the latest technology

C. **Activities to be used:**

1. Internet treasure hunts for technology and art history terms
2. 5 minute timed writings
3. Students need to bring in articles or information on the latest technology
4. Finding a particular article on the internet and then composing a summary of it on the computer
5. Vocabulary and listening games

Name _____

LEVEL 1: Objective Test

A. In the column at the right, write a short answer to each question below.

1. Which eight keys are the home keys? 1. _____
2. What is the name of the home key position that helps you to bring your finger back to its home key position? 2. _____
3. Which key do you press for a hard return? 3. _____
4. Which key do you press to key a capital letter? 4. _____
5. Which key do you press to key all-capital letters? 5. _____
6. How many spaces follow a colon and an end-of-sentence period? 6. _____
7. How many spaces follow a period in an abbreviation? 7. _____
8. How many spaces follow a comma or a semicolon? 8. _____
9. How many spaces precede and follow a hyphen or a dash? 9. _____
10. How many spaces follow a question mark? 10. _____
11. How many spaces follow a slash? 11. _____
12. Where are documents produced on a computer saved? 12. _____
13. Which key makes the cursor move to a preselected point or stop? 13. _____
14. If paragraphs are indented, how many spaces are they indented? 14. _____
15. How do you key a dash? 15. _____

B. Read the sentences below. Then identify each as True or False by writing **T** or **F** in the column at the right.

16. The anchor position is a home key position that will help you bring a typing finger back to its home key position. 16. _____
17. Tap the space bar with the thumb of (a) your right hand if you are right-handed and (b) your left hand if you are left-handed. 17. _____
18. To prevent omitted spaces between words, do not rest your palms on the keyboard. 18. _____
19. In counting errors, count only one error against a word, no matter how many errors it contains. 19. _____
20. You should move your fingers from the home position only to rest them. 20. _____

C. In the space provided, write the word(s) that best completes each sentence.

21. At the end of every class period, you must save your work on disk and _____ the program you are using. 21. _____
22. As you key, you should always keep your eyes on _____ . 22. _____
23. As you key, you should keep your back erect and your feet slightly _____ . 23. _____
24. As you key, you should hold your thumb slightly above the _____ . 24. _____
25. Word processors have many different kinds of tabs; the most frequently used is a _____ tab. 25. _____

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KEYBOARDING TECHNIQUE RUBRIC
9 week course

Component	Excellent	Acceptable	Unacceptable
Work Habits	Follows directions carefully, Works with a purpose, Attempts to reach suggested goals, Gives attention to technique cues	Follows directions most of the time, Works with a purpose most of the time, usually Attempts to reach suggested goals, pays attention to technique cues more than not	Follows direction sometimes, Works with a purpose sometimes, Attempts to reach suggested goals sometimes, pays attention to technique cues sometimes
Position at Keyboard	Relaxed position in front of keyboard, Feet on floor for proper balance, Elbows in natural position at sides, Wrists low and relaxed, off keyboard frame	Relaxed position in front of keyboard most of the time, Feet on the floor majority of the time, Elbows in a natural position at sides majority of the time, Wrists are sometimes resting on the keyboard frame	In an unrelaxed position in front of keyboard majority of the time, Feet is either in seat or crossed most of the time, Elbows out to the side or on table most of the time, Wrist is usually resting on the keyboard frame
Keystroking	Fingers curved, upright, over home row keys, Taps each key with proper finger, hands and arms quiet, wrists low, Quick snappy keystrokes, quick release	Fingers sometimes are not curved or not upright over home row keys, Sometimes uses wrong fingers to type keys, sometimes wrists are to high above keyboard, uses Quick snappy keystrokes sometimes	Finger are usually not curved or upright over home row keys. Uses wrong fingers to type keys most of the time, wrist are usually to high or to low, uses slow keystrokes while typing
Reading / Keying Response Pattern	Concentrates on copy to be keyed, Maintains continuous keystroking Keys balanced-hand words by word response, Keys one-hand words by letter response, Blends word and letter response for fluency	Loses concentration on copy to be keyed sometimes, Maintains continuous keystroking sometimes, Has trouble keying balanced-hand words by word response, Keys one hand words by letter response majority of the time, Has some trouble blending word and letter responses for fluency	Loses concentration on copy to be keyed most of the time, does not maintain continuous keystroking, Has lots of trouble keying balanced-hand words by word response, Keys one hand words by letter response every now and then, Has lots of trouble blending word and letter responses for fluency

Comments:

Total Points _____

100 Point possible

Excellent: **10 points**
Acceptable: **7-9 points**
Unacceptable: **4-6 pints**

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